DOCUMENT RESUME

ED 035 601 SP 003 519

AUTHOR	Dodl, Norman R.
TITLE	A Guide to a Model for the Preparation of Elementary School Teachers.
INSTITUTION	American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
PUB DATE	69
CONTRACT	OEC-0-8-080490-3706(010)
NOTE	23p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.25
DESCRIPTORS	*Behavioral Objectives, College School Cooperation, Differentiated Staffs, *Elementary School Teachers, Experimental Schools, Feedback, Individualized Instruction, Inservice Teacher Education, Interdisciplinary Approach, *Models, Performance Specifications, Preservice Education, Systems Approach, *Teacher Education
IDENTIFIERS	Specifications for Elementary Teacher Education

ABSTRACT

Teacher educators need to plan instruction with behavioral objectives; their selection of lesson content, teaching strategies, and student evaluation criteria should be consistent with these objectives. In the Florida State University model program, trainees are expected to reach the above goals by progressing at individual rates through performance specifications. The trainee moves through three phases: underclass (general and preprofessional education, which may be undertaken in a junior college), preservice (academic and professional), and inservice. It is expected that the academic and professional faculty will collaborate closely during this program; stimulus for collaboration comes from their mutual development of a battery of diagnostic tests to be used in trainee selection and placement. Learning for the trainee continues beyond graduation into a full-time teaching position in a "portal school"--a public school responsible for training new teachers as well as educating children. The "portal school" should encourage cooperation between university and school personnel and should provide feedback for improving both the preservice and inservice phases. Other important features of the Florida model are its emphasis on differentiated staffing and its computerized management control system, used to monitor individual trainees' progress and to provide feedback for program modification. (See ED 034 076 for a reader's guide to the nine funded models.) (LP)

Brief Title:

Guide to
Florida State University
Teacher Education Model

Dodl

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ED035601

A GUIDE TO A MODEL FOR THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS

Norman R. Dodl

Published by
ERIC Clearinghouse on Teacher Education
Number One Dupont Circle, N.W.
Washington, D.C. February 1970

Clearinghouse sponsors: American Association of Colleges for Teacher Education (fiscal agent); National Commission on Teacher Education and Professional Standards, National Education Association (NEA); and Association for Student Teaching, a national affiliate of the NEA.

The following Guide is one of the nine which appears in the publication A Reader's Guide to the Nine Models for Preparing Elementary Teachers. The Guide is available free in limited quantity from the ERIC Clearinghouse on Teacher Education; for $4.00 from American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D.C. 20036; and for $1.25 in microfiche and $15.90 in hard copy from the ERIC Document Reproduction Service (EDRS), 4936 Fairmont Ave., Bethesda, Md. 20014. The order number at EDRS is ED 034 076.

The Clearinghouse is publishing each of the nine guides separately as well as collectively for the convenience of those readers interested in a specific elementary teacher education model. The above individual Guide also is available free in limited quantity from the Clearinghouse and for $0.25 in microfiche and $1.30 in hard copy from EDRS. An abstract of the Florida State model will appear in the May 1970 Research in Education.

SP 003 519

SP003519

Introduction

On October 16, 1967, the U.S. Office of Education issued a request for the development of proposals on educational specifications for comprehensive undergraduate and inservice teacher education programs for elementary teachers. (The term elementary teacher included preschool teachers and teachers through grade 8.)

These proposals were for the design phase (phase I) of an intended three-phase project. By January 1, 1968, 80 proposals had been received. On March 1, 1968, the Bureau of Research awarded nine contracts to design conceptual models for programs for the training of prekindergarten and elementary school teachers, for the preservice as well as inservice components. These models were completed October 31, 1968.

Reports on phase I have been made under the following titles: A Model for the Preparation of Elementary School Teachers (Florida State University), G. Wesley Sowards, project manager; Behavioral Science Elementary Teacher Education Program (Michigan State University), W. Robert Houston, project director; A Competency-Based, Field-Centered Systems Approach to Elementary Education (Northwest Regional Educational Laboratory), H. Del Schalock and James R. Hale, editors; Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers (Syracuse University), William Benjamin and others, authors; The Teacher-Innovator: A Program To Prepare Teachers (Teachers College, Columbia University), Bruce R. Joyce, principal author.

Also, Georgia Educational Model Specifications for the Preparation of Elementary Teachers (The University of Georgia), Charles E. Johnson, Gilbert F. Shearron, and A. John Stauffer, directors; Educational Specifications for a Comprehensive Elementary Teacher Education Program (The University of Toledo), George E. Dickson, director; A Model of Teacher Training for the Individualization of Instruction (University of Pittsburgh), Horton C. Southworth, director; and Model Elementary Teacher Education Program (University of Massachusetts), Dwight Allen, principal investigator, and James M. Cooper, project director.

In phase II, several institutions are studying the feasibility of developing, implementing, and operating a model program based upon specifications in phase I. In the third phase, the U.S. Office of Education hopes to be able to support implementation of some of the model proposals for restructuring teacher education.

Since the models cover almost 6,000 pages devoted to detailed specifications of behavioral objectives, materials, treatments, evaluation of specific elements of the programs, and the like, the ERIC Clearinghouse on Teacher Education, on April 15-16, 1969, sponsored in collaboration with the American Association of Colleges for Teacher Education (AACTE) which acts as its fiscal agent, a writers' conference in which key personnel involved in developing the models wrote guides to their specific programs.

A second-day of verbal interaction followed, at which time the writers discussed their personal reactions to all of the models and past, present, and future implications for teacher education. The panelists wanted to make it clear that in their discussion the models were being described at but one point on a continuum. They called the models catalytic agents which have generated a great deal of discussion, interaction, and continuing change. At this conference they said it was important for them to explore the range of alternative interpretations of issues such as, "What are behavioral objectives? What is a model? What does it mean to personalize? To individualize?" They said that some kind of projection needed to be made about what remains to be done--either by resolving issues, or if they are resolved, to act upon them. This whole exercise [the writers' conference] will have made a major contribution to teacher education if it focuses on the issues at the center of this whole models effort and helps to extend the models, they said.

This guide to the models should assist those who are interested in learning about or implementing them. The entire collection of models is available from the ERIC system in either hard copy or microfiche and from the Government Printing Office (GPO) in a honeycomb binding. The ERIC ordering address is: EDRS, The National Cash Register Co., 4936 Fairmont Avenue, Bethesda, Md. 20014. The GPO address is: The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

The reports must be ordered by number. Any request without order numbers will be returned. Some of the reports listed do not have ERIC order numbers. These reports may not be ordered until the listing appears in Research in Education, the monthly abstract journal of ERIC.

The reports are available at the following prices:

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Volume I	----------	----	026 301	$14.85	$1.25
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Univ. of Pittsburgh	FS 5.258:58017	2.50	025 495	10.60	1.00
Florida State Univ.	----------	----	--- ---	-----	----
Volume I	FS 5.258:58018	2.00	027 283	8.70	.75
Volume II	Not available	----	030 631	7.40	.75
Univ. of Georgia	FS 5.258:58019	3.50	025 491	14.85	1.25
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Volume III	FS 5.258:58024	5.00	027 287	29.65	2.25

Also available (or to be available soon) are the following related reports: 1. Nine Proposals for Elementary Teacher Education, A Description of Plans To Design Exemplary Training Programs by Nicholas A. Fattu of Indiana University. This document is a summary of the nine originally proposed programs which were funded in phase I of the project for preparing elementary teachers. Available through ERIC: ED 018 677, Price: $6.55 for hard copy; $0.75 for microfiche. 2. Analysis and Evaluation of Plans for Comprehensive Elementary Teacher Education Models by William E. Engbretson of Governors State University. This document is an analysis of the 71 proposed, but unfunded models of phase I. Available through ERIC: ED 027 268, Price: $12.60, hard copy; $1.00, microfiche.

3. A self-initiated critique of the Syracuse University model program, Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. ED 027 276, Price: $7.20 for hard copy; $0.75 for microfiche. 4. Some Comments on Nine Elementary Teacher Education Models by the System Development Corporation. This paper is adapted from remarks made at an American Educational Research Association conference in November 1968. Available through ERIC: ED 029 313, Price $0.75 for hard copy; $0.25 for microfiche. 5. Twenty-page summaries of the nine reports are available, free of charge, from: Elementary Teacher Education Project, Division of Elementary and Secondary Research, National Center for Educational Research and Development, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

6. A Bibliography of References Used in the Preparation of Nine Model Teacher Education Programs by James F. Schaefer Jr. (Washington, D.C.: ERIC Clearinghouse on Teacher Education and the Bureau of

Research, U.S. Office of Education, 1969). ED 031 460, Price: $4.95, hard copy; $0.50, microfiche. 7. Analytic Summaries of Specifications for Model Teacher Education Programs, 8. A Short Summary of 10 Model Teacher Education Programs, and 9. Techniques for Developing an Elementary Teacher Education Model are three publications which were issued by the System Development Corporation in July 1969.

It is appropriate to express appreciation to the Clearinghouse staff for its dedication and hard work in completing this manuscript: Dr. Joost Yff, assistant director, and Mrs. Dorothy Mueller, program associate, whose advice and guidance were invaluable; Mrs. Lorraine Poliakoff and Mrs. Suzanne Martin, information analysts, who provided the index to this volume; and to the clerical staff of the Clearinghouse, especially Mrs. Vera Juarez, whose steady assistance made this publication possible. Appreciation also should be expressed to AACTE for its role in the conference and in this Guide, and, of course, to the writers of the guides for their full cooperation both during and after the conference.

The Clearinghouse on Teacher Education is pleased to present this guide to the nine models in the hope that it will stimulate extensive study of ways to improve school personnel preparation and thereby the educational opportunities for America's children and youth.

Kaliopee Lanzillotti, Publications Coordinator

Joel Burdin, Director

February 1970

About ERIC

The Educational Resources Information Center (ERIC) forms a nationwide information system established by the U.S. Office of Education, designed to serve and advance American education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published or unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the U.S. Office of Education, which provides policy, coordination, training, funds, and general services to the 19 clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

Teacher Education and ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups--the American Association of Colleges for Teacher Education (fiscal agent); the National Commission on Teacher Education and Professional Standards of the National Education Association (NEA); and the Association for Student Teaching, a national affiliate of NEA. It is located at One Dupont Circle, Washington, D.C. 20036.

Scope of Clearinghouse Activities

Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

> *The Clearinghouse is responsible for research reports, curriculum descriptions, theoretical papers, addresses, and other materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes recruitment, selection, lifelong personal and professional development, and teacher placement as well as the profession of teaching. While the major interest of the Clearinghouse is professional preparation and practice in America, it also is interested in international aspects of the field.*

The scope also guides the Clearinghouse's Advisory and Policy Council and staff in decisionmaking relative to the commissioning of monographs, bibliographies, and directories. The scope is a flexible guide in the idea and information needs of those concerned with the pre- and inservice preparation of school personnel and the profession of teaching.

How To Use This Guide

Each guide has this general outline: overview, program goals and rationale, selection procedures, professional preservice component, relationship of professional component to academic component, inservice component, faculty requirements and staff utilization, evaluation component, program management, and summary. The Teachers College guide, which was not written at the conference, is the only one with a different outline.

In the Government Printing Office (GPO) edition of the models, some of the pages were numbered differently from the original reports which were processed into the ERIC system. For the readers' convenience, the footnotes to the guides include the page references to both the GPO and ED (ERIC) editions. If the page references in the footnotes were the same for both editions, only one set of page numbers is given.

"ED" or order numbers for the models appear along with the prices and other information in the introduction. Ordering information about other references in the ERIC collection would appear in the bibliography to each guide.

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Florida State University

OVERVIEW

The Elementary Teacher Education Project of the Bureau of Research is clearly designed to make significant changes in the ways in which elementary teachers are prepared in the future.

Two facets of any such venture come readily to mind. One has to do with the learning problem itself which lies at the very heart of professional training. How does one best develop competence with the set of practices and procedures which are the sine qua non of a profession and an understanding of the theory on which they rest? The other has to do with changing teacher education as a function of change in education itself, this being, in turn, a concomitant to social, political, and economic change in the United States.

Put simply, teacher education must change when we know better ways to assist trainees with their learning; it must change as the purposes and content of education itself changes. The Florida State University (FSU) model recognizes both of these realities and deals with them accordingly.

Dealing with Social Change in Teacher Education

Persons concerned about the elementary school and about the preparation of elementary teachers are continuously sensitive to the need to guard against the operation of a school program that is out of touch with social, political, and economic realities and their attendant requirements for education and for teacher education. The task force group at FSU which developed specifications for this teacher preparation model was especially concerned with this problem, and the results of its deliberations are contained in a chapter of the model report entitled "Predictions for the Decade Ahead."[1] This chapter concludes that there will be continued and accelerated social change generally and a revised an intensified set of demands placed on education accordingly. Further, and in great part in response to these changes, the chapter anticipates a radically different elementary school, one transformed in both program and organization, by 1978. The model training program, as developed, reflects implications apparent in these analyses for the preparation of the elementary school teacher who will serve in this transformed elementary school.

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[1]G. Wesley Sowards, A Model for the Preparation of Elementary School Teachers, Final Report, Vol. I (Washington, D.C.: Government Printing Office, 1969), pp. 15-30.

Dealing with the Learning Problem in Teacher Education

At the same time the model program reflects an awareness of certain "breakthrough" developments between 1960-68 in the design of training protocols that can and must be marshaled to improve the effectiveness of preparing elementary school teachers. Particularly, the model shows a growing understanding of the psychological dimensions of learning problems involved in preparing people to teach. The model also shows the successful efforts in recent years to analyze more systematically teaching as an act. The yield of these efforts is used directly as a source of data for shaping and forming training specifications. Certain unique and distinguishing characteristics in the FSU model have resulted because of these developments:

1. Preparation for teaching is viewed as undergoing experiences designed to enable trainees to meet stated performance criteria. The usual course format is abandoned as being inappropriate for making such experiences available to trainees.
2. Trainees will move from one experience or set of experiences to the next as a function of their demonstrated ability to meet performance criteria. Thus, progress rates are individualized, not group-paced.
3. Provision is made throughout the model for applying the immediately theoretical ideas about teaching to the act of teaching itself.
4. A significant part of teaching is viewed as a definable and describable set of technical skills in which candidates are trained.
5. The final phase of so-called preservice preparation is systematically extended into and becomes a part of the initial years of teaching.
6. A computerized management control system is utilized to monitor individual trainees' progress and to provide information to trainees and staff as it is required for various purposes.
7. Faculty roles and responsibilities are redefined to be consistent with the model requirements, and a faculty inservice development program is provided.
8. Admission criteria, consistent with stated performance goals, are to be utilized, and a selection procedure is structured accordingly.
9. The emergence of specialization and differentiation in staff utilization is recognized and dealt with in the model, and trainees are expected to make certain choices accordingly as they move through their teaching preparation.

Overall Program Design

Overall, the FSU model program is divided into three distinct phases: (1) an underclass phase, (2) a preservice phase, and (3) an inservice phase. Each of these phases makes a particular contribution to the whole model. The purpose of each can be seen in figure 1. The phases are discussed in depth in the final model report.[2] Most students will require

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[2] Ibid., pp. 44-125.

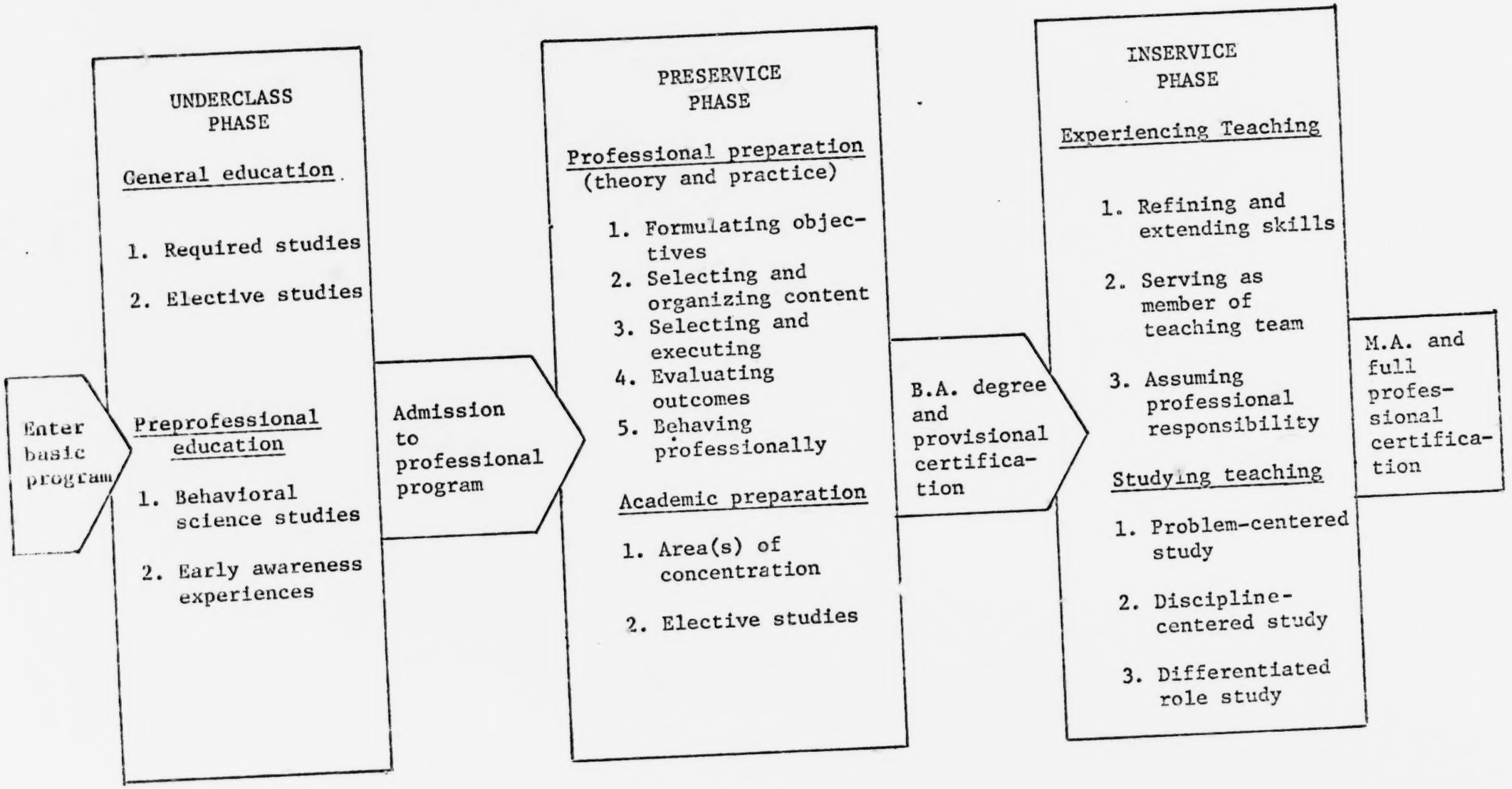

FIGURE 1

A THREE-PHASE PLAN FOR PREPARING ELEMENTARY TEACHERS

six years beyond high school to complete their preparation, but there is sufficient flexibility in the program's requirements to enable a student to take less or more time.

Three additional and essential components are described for facilitation of the preparation programs.[3] An admission component has been designed. Its purpose is selecting candidates qualified for and committed to remaining in teaching. The component is diagnostic of the entrance skills and knowledges which the candidates possess as they enter a training program.

A computerized management control system is described as a second facilitating component. The complex problems of program logistics demand the creation of such a system. The final facilitating component outlines a faculty redevelopment program and is suggestive of the type of staff utilization patterns which must be generated if a model is to be implemented.

The Appendix Document

Volume I of the FSU model is a self-contained document which details the specifications for a model teacher education program. Volume II is a separate set of appendices which, in addition to identifying participating personnel and the history of model development, spells out in additional detail several key aspects of the model program. An early awareness-involvement experience is described as a part of the underclass phase of the model program. An experience key is provided which explains a coding system found in the preservice phase of volume I of the model. In addition, selected prototypic programs are described from various content areas such as science or music education. Additional detail on evaluation objectives, instruments recommended for admission and screening, a suggested organizational plan for admissions, prototypic entry skills and knowledges, and suggestions for a college staff development program complete the entries in the appendix volume.

PROGRAM GOALS AND RATIONALE

Basic direction and guidance for the development of the FSU model program came from a task analysis of teaching as forecast for 1978.[4] This undertaking resulted in the identification of four essential teacher behaviors:

1. The teacher will plan for instruction by formulating objectives in terms of behavior which is observable and measurable.
2. The teacher will select an organized content to be learned in a manner consistent with the logic of the content itself and the psychological demands of the learner.

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[3] Ibid., pp. 126-61.

[4] Ibid., pp. 31-43.

3. The teacher will employ appropriate strategies for the attainment of desired behavioral objectives.
4. The teacher will evaluate instructional outcomes in terms of behavioral changes.

These are clearly interdependent and directly concerned with instructional-curricula functions. The task analysis did yield a fifth category of teacher behavior, but of a somewhat different order than the above:

5. The teacher will demonstrate the competence and willingness to accept professional responsibilities and to serve as a professional leader.

The development of these five behaviors becomes a broad and inclusive goal of the FSU Model program. These behaviors, stated in this abstract form, are essential to teaching of any kind, whether it is seen as that of an indirect facilitator of pupil learning activities, as a diagnostician of pupil needs and prescriber of pupil learning experiences, or as a direct transmitter of information to pupils via lectures. It seems likely that any approach to influencing the learning of others will demand competent performance in all five behavior categories. These five behaviors are at once inclusive of the total model program goals and in their specific details are described later as the basic content for instructional program of the model. The chapter provides the most succinct rationale for the particular goals of this model program. This chapter also lays out in detail the overall design of the basic model program.

Readers of the FSU model program document would do well to page ahead, particularly into chapter 5, the preservice phase of the model program, and into sections of the appendix volume to see the structuring relationship between the previously stated program goals and the total model program. It should also be noted that the FSU model conceptualizes no single teacher role as an adequate descriptor of the elementary teacher of the next decade. A projection upon which this model is based suggests that the elementary teacher of the decade ahead may well perform tasks ranging from those of a traditional information dispensing nature to those inherent in the responding teacher role to a host of tasks, many of which are not yet in current usage.

SELECTION PROCEDURES

Selection procedures are dealt with formally in the facilitating component on admissions and screening.[5] It should also be noted that the underclass phase of the model program is directly and indirectly involved in the process of trainee selection.[6] The FSU model bases its selection

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[5] Ibid., pp. 126-34.

[6] Ibid., pp. 44-47.

procedures on an assumption that an improved training program will not in itself be sufficient to produce the quality of professional teachers needed by our society today. It is important that persons of high intellectual and academic ability, strong and lasting commitment, and good physical and mental health be encouraged to pursue careers in elementary school teaching. Only by attracting the most able of young persons to the teaching ranks and in providing them with highly effective training can we expect to retain them in teaching service.

The FSU model provides for selection of trainees through two major procedures. In the underclass phase of the model program, students interested in pursuing careers as elementary school teachers have an opportunity to participate in a preprofessional training experience which involves special academic work in the behavioral sciences and an early awareness--involvement experience which is designed to bring freshman and sophomore level students into direct contact with children, schools, communities, and professional educators who are responsible for training tomorrow's teachers. The entire underclass phase of the model program is geared so that it may be implemented in a junior college and/or a four-year institution. The preprofessional aspect of the underclass phase of the program serves selection procedures in two ways:

1. First-hand data about teaching are made available to interested students. On the basis of the data, students can make reasoned and informed decisions on the desirability of a personal career in elementary school teaching.
2. Those institutionally responsible for selecting trainees can gather, over an extended period of time, formal and informal data on the extent to which an interested student meets admissions criteria to the model program.

Formal measurement procedures are suggested in the chapters referred to earlier as an initial step in creating a basis for a computerized data bank on trainees admitted to the program. It is expected that careful analysis of the trainee profile which accumulates over the years of program implementation will yield valuable insights into the revision and even possible total modification of selection procedures. Such procedures may remain useful in providing the elementary education field with the quality of teacher which our projections suggested will be needed in the decades ahead.

At this point the reader's attention might well be redirected to the prediction chapter, particularly the sections on educational projections and implications for teacher education.[7] It is on the basis of these projections that the FSU model is designed. These projections comprise the rationale for a strong position on selecting highly qualified aspirants for careers in elementary school teaching.

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[7] Ibid., pp. 21-29.

PROFESSIONAL PRESERVICE COMPONENT

The basic preservice professional experience of a trainee involved in this program takes place during what is equivalent to upper division undergraduate work or the junior and senior years prior to the baccalaureate degree.[8] This program phase is designed to prepare the trainees to assume responsibilities of a beginning teacher. It is not designed to render him highly skillful in all aspects of teaching and must be followed by experiences of the inservice education phase if the carefully structured foundation for a professional teaching career is to be complete.

There are five major features of the preservice program: self-paced experiences rather than courses; criterion-referenced performance evaluation rather than standard grading; sequenced theory-practice contiguity; progressive synthesis experiences; and a computerized management control system with feedback capabilities. Organizationally, the heart of the preservice phase of the model program is contained in an operational description of these features.[9] These features of the model program contribute significantly to making the preservice phase of the training phase of the program a very different experience from traditional programs.

The disappearance of formal courses in professional education, the provision of stimulated or real teaching practice immediately contiguous to trainee learning experiences, the absence of formal grading as a means of evaluating trainee success, and the elimination from the preservice programs of a traditional student teaching or internship experience are characteristic indices of program structure.

It is these features which demand a computerized management control system to overcome the logistical problems created by this type of instructional organization.[10] These same program features require that extensive consideration be given to retraining the faculty that prepares elementary school teachers.[11]

Volume I details the enabling objectives, prototypic behavioral outcomes, and types of training required under each of the five major program objectives.[12] It should be noted here that for purposes of presenting logically ordered material, the enabling objectives are generally sequenced from knowledge to application. Actual instructional sequencing of the training program for an individual trainee will depend upon the basic instructional strategy adopted by an implementing institution.

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[8] Ibid., pp. 48-113.

[9] Ibid., pp. 50-53.

[10] Ibid., pp. 135-52.

[11] Ibid., pp. 153-61.

[12] Ibid., pp. 53-113.

Although mentioned only ambiguously in the final document, a series of task assignment milestones is under consideration at FSU. The series would serve as an instructional strategy and diagnostic vehicle for the derivation of individual sequencing for training activities. Task assignments demand of each individual trainee actual teaching performances of an increasing complex nature in both the initial and final steps of major blocks of training activities. Sequencing of training activities for individual trainees will be based on a diagnosis of initial performance of such tasks. The trainee, with the assistance of his faculty adviser, would have a major role in decisions affecting training sequences.

As found in volume I, the enabling objectives under each of the five major teaching behaviors are general in nature and applicable to teaching regardless of specific content. The application of these behaviors within such traditional content areas as science education, math education, and others is dealt with in a prototypic way in the appendix volume.[13] The reader also will be quick to notice that major development activities in terms of specific program content, resource materials, and the details of instructional procedures remain to be accomplished.

RELATIONSHIP OF PROFESSIONAL COMPONENT TO ACADEMIC COMPONENT

Academic or general education as different from professional education, although pursued to some degree in all phases of the model program, comprises the major portion of a trainee's endeavors during the underclass phase of his program. Approximately two-thirds of his time is devoted to this pursuit. The varying nature of such studies dictates that they be allocated to appropriate divisions of a university other than a school or college of education. This is particularly necessary in systems such as that in the state of Florida where increasingly large numbers of students enroll for their first two posthigh school years in community junior college.

Trainees are expected to pursue the same basic studies as do all university students and are also expected to attain depth in at least one academic field. Such study is projected to prepare better the teacher for an instructional or instruction-related specialization. Time flexibility, provided by the preservice individualization of the program, will allow some trainees to pursue a heavy academic concentration prior to receipt of their baccalaureate degree. For others who move more slowly through professional training, some of the needed academic depth must be provided postbaccalaureate while in the continuing phases of the total model program.

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[13] G. Wesley Sowards, A Model for the Preparation of Elementary School Teacher, Final Report, Vol. II (Washington, D.C.: Government Printing Office, 1969), pp. 19-23.

For most trainees, pursuit of academic courses to complete basic studies and/or an academic concentration will take approximately one-third of their available worktime in the preservice phase of the program. Time spent during the inservice phase of the program will vary greatly depending upon the work completed prior to the baccalaureate and in a particular specialization pursuit.

Entrance Skills and Knowledges

A word is in order here concerning a requirement for diagnosis of entry skills and knowledges expected to be obtained by trainees prior to pursuing preservice training sequences.[14] As soon as the trainee is admitted to the model training program, he will be assessed on the extent to which he has attained prerequisite entrance skills using a battery of locally designed diagnostic instruments. This diagnosis will make possible: (1) the best placement for the trainee in the training sequence for which he is ready, (2) the provision of remedial work designed to upgrade entrance skills, and (3) the establishment of initial time estimates for pacing the trainee's program. It is anticipated that the development of such a battery of locally designed diagnostic instruments will provide the stimuli needed for close collaboration by academic and professional faculty responsible for the total educational program of the elementary school teacher-to-be. Because of these entry level assessments, any specification of academic course work can be left largely to faculty concerned with academic or basic studies.

INSERVICE COMPONENT

A basic assumption of the FSU model program is that programs for training elementary school teachers can no longer remain institution-bound either in terms of location of studies or in terms of the staffing patterns.[15] As with the involvement suggested earlier of the junior colleges, certain public schools should become partners with the university in training elementary school teachers.

The inservice phase of the total program begins when the primary location for training shifts from the campus context to a public school and a community. Although the program is a continuing one and a trainee is not expected yet to have full professional certification, it is anticipated that a trainee would have satisfied institutional requirements for a bachelor's degree prior to shifting locations and will be eligible for full-pay employment by the school district into which he moves for continued training. This on-the-job training is to be spent during the school year in a "portal school," a school in a public school district which has responsibilities as a training institution for new teachers as well as responsibilities to the community for the education of its children.

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[14] Sowards, Vol. I, p. 131; Vol. II, Appendix J, pp. 119-31.

[15] Sowards, Vol. I, pp. 114-25; Vol. II, pp. 114-23.

Although the nature of portal schools will vary among school systems, they will have some common characteristics. First, the principals and other status leaders of these schools must be favorably inclined towards innovation. Second, they will use new curricula that have been developed in areas such as mathematics, science, or social studies. Third, they will be employing organizational arrangements that include the utilization of paraprofessionals and teacher aides, some differentiation of roles among teachers, and modular schedules. Fourth, these schools will make considerable use of new teaching media. Portal schools will serve the total model program in a number of ways: (1) They will insure an easy transition for trainees from a shielded position in the university preservice phase to a fully responsible teacher position in the schools in the inservice phase. (2) They will make it possible for the inservice phase to operate out in local communities in ways which reflect goals of both the model program and the local school district. (3) They will be useful in providing feedback to determine further needed changes in the pre- and inservice phases of the model program.

Major changes in the broad range of graduate level inservice training for teachers now in certified teaching positions are implied, although not clearly delineated, in the Final Report of the FSU model. Because of the close involvement of the university and the public schools in the training venture, training benefits are likely to accrue for public school and university personnel as they interact in planning and implementing the training venture. If flexibility is maintained as a key provision, it should be possible for frequent grouping and regrouping of personnel for joint study of problems related to the training of teachers as well as to matters pertaining directly to curriculum and instruction within the elementary school setting. This change in the focus of graduate professional education is long overdue.

FACULTY REQUIREMENTS AND STAFF UTILIZATION

A major characteristic of the model program is its design for staffing. Many of the roles required in this program are new to professional teacher education. Therefore, the retraining of faculty becomes a major problem. In addition to the staff development problem, institutions must direct themselves to new staff requirements, organization, and utilization arrangements.[16]

A variety of new roles will emerge within a college of education as traditional courses are abandoned and experiences oriented to performance criteria replace them. Three major types of assignments have been identified for faculty in the professional component: administration-student personnel, teaching-counseling, and selecting and producing materials.

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[16]Sowards, Vol. I, pp. 153-61; Vol. II, Appendix K, pp. 136-41.

It is also clear that new roles will emerge within cooperating junior colleges and within those public school systems which play a major role in the teacher training venture. Preprofessional work at the junior college level, at least within the state of Florida, is a departure and consequently will require either retraining the existing staff or hiring new staff members. A staff associate role for training staff members who are jointly on the faculties of a public school district and a college of education first must evolve. Developing a program to train such personnel would follow.

No dimension of the total model program places more demands on institutions than does the staffing component. Since publication of the Final Report, work at FSU on dimensions of the model program has served to highlight certain time skill and development realities which will follow a decision to implement part or all of this model. Faculty time utilization alone calls for complete reorientation of faculty activity patterns on the part of teacher education faculty members. For example, 30 minutes per week per trainee of individual diagnosis, counseling, prescription, and assessment will yield 50 hours of faculty contact time per 100 trainees. Divided among whatever number of faculty seems appropriate, this still is an astonishing amount of faculty time committed when viewed together with group instruction, administrative activity, materials development, independent writing, graduate student direction, and a myriad of other activities engaged in by competent professional staff members today. The new skills demanded of faculty members far exceeds those now held by a large majority of competent teacher educators in our training colleges. Skills demanded to produce the kinds of resource materials needed for a highly individualized program of instruction are evidence of the gap which now exists between the need and the resources. For example, providing the content direction alone for a single concept film-loop is a task never encountered by a large majority of today's teacher educators. Realities such as these suggest a high priority on faculty retraining activities as a starting point for efforts to implement the model program.

EVALUATION COMPONENT

There is no chapter or separate evaluation component in the FSU model devoted to program evaluation. The omission, however, is one of functional written presentation of a model rather than an omission in fact. The basic design for the entire program emanates from a regenerative concept with constant feedback being used for program modification. Basic training sequences, regardless of their nature, are designed to elicit responses to every training input followed by immediate feedback to the trainee of the extent to which his responses approximate the criterion expectancy. Since the entire program is performance-based, evaluation would at all times be an assessment of whether a trainee needs specified performance criteria. Performance tasks are designed to be increasingly complex in nature and successful completion of each higher level task assignment indicates a maintenance of desired performance levels already achieved and at the same time is an indication of an increasing willingness to perform functionally as a fully qualified professional elementary school teacher.

Because the program follows a trainee into his first two years of teaching, early followup studies of his teaching performance is automatically provided.

PROGRAM MANAGEMENT

An entire facilitating component has been devoted to program management in the FSU model.[17] It should be clear by now that the sheer logistics of operating the program described in the FSU model is beyond the management of a typical staff operating without the assistance of computerization. For this reason, a comprehensive computer management control system is described which is to serve three major purposes:

1. Each individual trainee's progress will be monitored, and data relative to his progress and to the probability of his completing the program successfully will be made available to the trainee and to his counseling professor as needed.
2. Summary data on the progress of all trainees will be made available to the project manager on a regular basis. This information will include projections of the points to which trainees will have progressed by a specified date in order that the manager can anticipate necessary personnel space and material resource needs.
3. The system will be used to provide analysis of data needed for program evaluation and modification.

The final document calls for real time management system utilizing a very large network and a batch-mode retrieval system for longitudinal program analysis. Subsequent to publication of the final document, a need for two additional management techniques has become apparent. The techniques are now under development. The first of these is a computerized simulation model designed to interrelate all elements of the program in such a way that changing conditions in any one element or component of the model will automatically bring about adjustments in every element within the system. Second, both development and implementation of such a program demand special cost projections and cost accounting procedures. For this purpose, a planning program budgeting system (PPBS) is being developed.

It may be possible to implement the FSU model program for smaller numbers of trainees than anticipated by the presenting institution (i.e., 800-1,000 trainees per year) without developing or acquiring the computer capabilities implied by the specifications in this model. Such a possibility has not, however, been considered by FSU since access to outside agencies who provide such computer services is fast becoming universally available. At this stage in developing the program, it would appear that

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[17] Sowards, Vol. I, pp. 135-52.

the human time factor in administering such a program without computer assistance would be prohibitive beyond the cost factor of a computerized management control system.

SUMMARY

In summary, the FSU model is flexible. The model recognizes that teacher education must change when we know better ways to assist trainees with their learning, and it must change as the purposes and content of education itself changes. The specifications for the model reflect these realities, therefore making the model adaptable to the needs of the future.

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